

CURRICULUM GUIDE
FOR
TECHNOLOGY, LIFE AND CAREERS
FC 0040
A Middle School Guide
for
Professional-Technical / Family and Consumer Sciences Education



*This report was prepared by the
Idaho Division of Professional-Technical Education
Boise, Idaho*

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry personnel and educators. For development of the Technology, Life and Careers curriculum, where employability of students who complete this course is not a direct expected outcome, the committee members were teachers, counselors, and administrators, all who have had direct experience in the classroom. The original framework was developed by a committee of professional-technical education personnel. A second committee was then formed to write, review and revise the task list. This report was prepared upon completion of the committees' assignments. The list of tasks and competencies prepared by committee members reflects the knowledge and skills currently recommended for middle school students. Students who complete this experience will be well prepared to complete a recommended student learning plan for their high school experience.

Task Lists are grouped according to competencies that all students will need and will apply to all Career Pathways. These tasks and enabling objectives are used as the basis for instruction. Teachers in professional-technical and family and consumer sciences education are encouraged to plan and teach with other exploratory area teachers as well as core area teachers whenever those partnerships can be arranged. The ideal situation would be for an exploratory team to have an opportunity to meet and plan for this experience on a regular basis. The final decision for the teaching of this experience will rest with the individual schools.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall competencies, tasks and enabling objectives. The committee members prepared material in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that this program meets the minimum standards for operation. Advisory committees should be used by schools offering this program to reflect local school and community needs. Middle school/junior high personnel should also meet regularly with the local high school professional-technical education teachers and counselors so that students are informed about Career Pathways and professional-technical/family and consumer sciences programs at the high school.

The Curriculum Guide is also used as the primary list for generating student profiles. The profile is used as a cumulative record of each student's progress and serves as proof of instruction for articulation purposes. They are printed on card stock and have performance scales for each task so that student competence can be recorded.

ACKNOWLEDGMENTS

The curriculum committee process involved personnel from Idaho Middle Schools, Junior High Schools, the Idaho Career Information System, the University of Idaho and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and for meals. The Idaho Division of Professional-Technical Education is deeply appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so.

The following people gave of their time, energy and expertise in the development of this course of study.

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TECHNOLOGY, LIFE AND CAREERS

Course Description

This introductory course concentrates on classroom exploration of a wide variety of career options. Areas of study include: career interests, the world of work, human relations, health and safety, the impact of technology and process skills. Students will deal with situations and issues relating to self, family, workplace, community and world. Knowledge and skills gained will help students expand life management skills to increase confidence and satisfaction at home, in the community and on the job. This experience introduces students to the knowledge, basic skills and attitudes needed for any occupation and an introduction to Idaho's Career Pathway system.

IMPORTANT INFORMATION

Delivery of the Technology, Life and Careers Curriculum

It is recommended that where possible teachers collaborate and/or team teach this curriculum. An active hands-on atmosphere where technology is used is the ideal setting for this experience. Work-based experiences such as job shadowing, career fairs and service learning would enhance this experience.

Teacher Qualifications

One teacher on the team of teachers providing instruction of this experience should be professional-technical certified in Family and Consumer Sciences or Technology Education. Other teachers on the team would be those who enjoy an active hands-on environment. It is highly recommended that teachers have some industry experience, such as an internship, to gain knowledge about career opportunities in a variety of occupations.

Length and Level of the Course

This experience is designed for the 6th, 7th and 8th grade levels. The length of this experience will vary with the activities and resources delivered by the team.

Recommended Resources – There is not a recommended textbook for this experience. It is suggested that instructors use a wide variety of resource materials including videos, software, newspapers, magazines, simulations, journals, etc. Guest speakers representing many areas of business and industry will enhance course delivery.

Exploring Career Pathways: A Guide for Expanding Vocational-Technical Education in the Middle School/Junior High School, Idaho Division of Professional-Technical Education, Boise, Idaho, 1998. (208) 334-3216

Idaho Career Pathways: Moving to a Focused Education. Idaho Division of Professional-Technical Education, Boise, Idaho, 1998. (208) 334-3216

“Your Career Search” Middle School Activities, Iaho Career Information System, Boise, Idaho, 1998. (208) 334-3705

The Real Game. Career Simulation Game for Middle School Grades 7-8, NOICC, 1995

Exploring Career Pathways Website

Career Pathways. This course is recommended as an introduction for students to further explore Idaho's six Career Pathways.

CURRICULUM FRAMEWORK

PROGRAM AREAS: Technical Education
Family & Consumer Sciences Education

IDAHO DIV OF PROFESSIONAL-TECHNICAL EDUCATION EFFECTIVE DATE: Aug 1998

PROGRAM TITLE: Technology, Life and Careers

IDAHO CODE NUMBER: FC 0040
 TE 0061

CPI NO: 20.0101 FCS
 21.0101 TE

- I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to introduce students to a wide variety of occupations in all career pathways. The content includes, but is not limited to the basic knowledge, skills, and attitudes for success in all occupations. Students will explore career interests, the world of work, human relations skills, health and safety issues, technology and process skills.
- II. WORK-BASED LEARNING ACTIVITIES: It is recommended that students have an opportunity to observe or volunteer in a variety of work settings.
- III. SPECIAL NOTES: Students who complete this course are prepared to develop a four-year parent-approved student learning plan.
- IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:
 - 01 Explore Career Interests
 - 02 Explore the World of Work
 - 03 Explore Human Relations Skills
 - 04 Explore Health and Safety
 - 05 Explore Technology
 - 06 Explore Process Skills

**Technology, Life and Careers
Middle School
Professional-Technical / Family and Consumer Sciences Education
Curriculum Framework**

01.0 EXPLORE CAREER INTERESTS

01.01 TASK: IDENTIFY CAREER INTERESTS

ENABLING OBJECTIVES:

1. Define job, occupation and career
2. Describe work attitude and readiness
3. Explore interests, strengths, and aptitudes related to career choices
4. Describe personal needs and wants related to career decisions
5. Describe work environment preferences
6. Identify factors that influence career choices
7. Practice the decision-making process

01.02 TASK: GATHER CAREER INFORMATION

ENABLING OBJECTIVES:

1. Explore Idaho's Career Pathways system
2. Identify sources of career information
3. Describe employment trends
4. Identify high and low demand occupations in Idaho/U.S.
5. Explain reasons for changing occupational demand
6. Explore requirements of workers in variety of occupations
7. Describe skills and requirements of entrepreneurs

01.03 TASK: DEVELOP A CAREER EXPLORATION PLAN

ENABLING OBJECTIVES:

1. Identify short- and long-term career goals
2. Explore high school courses and programs
3. Explore extracurricular activities related to career choice
4. Identify work experience activities
5. Describe educational requirements
6. Explain educational certificate, associate, baccalaureate and graduate degree
7. Explore education and training after high school
8. Explore education and training expenses

02.0 EXPLORE THE WORLD OF WORK

02.01 TASK: EXAMINE WORK RELATED TO INDIVIDUALS AND SOCIETY

ENABLING OBJECTIVES:

1. Define work
2. Explain reason that people work
3. Describe work ethics
4. Describe the contributions of workers to society
5. Compare civilian and military work environments
6. Explain financial independence and dependence
7. Describe cultural and gender diversity
8. Explain sexual harassment
9. Describe the impact of substance abuse in the home, workplace and community
10. Explain how change relates to the word of work

02.02 TASK: EXPLAIN HOW BUSINESSES OPERATE

ENABLING OBJECTIVES:

1. Explain the free enterprise system and generation of capital
2. Describe business organization
3. Explain types of businesses
4. Describe the production process
5. Explain the marketing process
6. Explain continuous improvement
7. Describe functions of business in a global society
8. Explain international trade and cultural marketing

02.03 TASK: PRACTICE THE CHARACTERISTICS OF VALUED WORKERS

ENABLING OBJECTIVES:

1. Identify characteristics desired by employers
2. Describe leadership skills / fellowship skills
3. Explain superior and subordinate roles in the workplace
4. Demonstrate skills of reliability, dependability, honesty, integrity and adaptability
5. Practice initiative and organizational skills
6. Explain transferable skills

02.04 TASK: PRACTICE THE JOB APPLICATION PROCESS

ENABLING OBJECTIVES:

1. Describe appropriate workplace appearance
2. Explain personal hygiene
3. Explain workplace attitude and behavior
4. Practice appropriate workplace language and conduct
5. Describe the job application process
6. Explain information requested on a job application
7. Practice the job application process
8. Identify ways to handle rejection

03.0 EXPLORE HUMAN RELATIONS SKILLS

03.01 TASK: PRACTICE COMMUNICATION SKILLS

ENABLING OBJECTIVES:

1. Identify methods of communication
2. Identify communication technology tools
3. Practice listening skills
4. Explain formal and informal speech
5. Describe ways to organize information
6. Practice the use of presentation aids
7. Describe ways to adapt information to audience and purpose
8. Demonstrate communication techniques
9. Practice introductory technical reading and writing

03.02 TASK: PRACTICE RELATIONSHIP SKILLS

ENABLING OBJECTIVES:

1. Describe types of relationships
2. Explain self-concept and how it affects relationships
3. Explain the importance of understanding different cultures
4. Explain relationship skills needed for job success
5. Describe ways of building, maintaining and ending relationships
6. Demonstrate social skills through interaction with others
7. Identify responsibilities at home, school, work, community and society
8. Explain the importance of balancing work, school, social and family life
9. Practice strategies to strengthen family life
10. Build relationships with children, the elderly and those with special needs
11. Practice citizenship through involvement in community and global issues
12. Demonstrate ways to value individual differences

03.03 TASK: PRACTICE TEAMWORK

ENABLING OBJECTIVES:

1. Define teams and teamwork
2. Describe types of teams
3. Explain methods of forming teams
4. Explain the benefits of working in teams
5. Identify characteristics of successful teams
6. Describe roles and responsibilities of team members
7. Describe leadership abilities and attitudes
8. Identify causes of conflict
9. Describe conflict resolution techniques
10. Practice team process skills
11. Practice negotiation and conflict resolution

04.0 EXPLORE HEALTH AND SAFETY

04.01 TASK: EXAMINE PERSONAL HEALTH AND WELLNESS

ENABLING OBJECTIVES:

1. Explain personal health and wellness
2. Identify factors that affect personal health and wellness
3. Describe causes of stress
4. Describe the effects of substance abuse on personal health
5. Explain the benefits of wellness
6. Compare and select foods that support a healthy lifestyle
7. Explore community resources for personal health and wellness
8. Recognize self-defense and personal safety issues
9. Practice self-protection at home and away from home
10. Practice personal safety and wellness
11. Describe the effects of personal health and wellness in the workplace
12. Develop a personal wellness program

04.02 TASK: EXAMINE SAFETY IN THE WORKPLACE

ENABLING OBJECTIVES:

1. Identify factors that affect safety in the workplace
2. Explain how environmental conditions affect personal health and wellness
3. Describe the importance of personal hygiene and cleanliness
4. Explain appropriate apparel for work tasks
5. Describe the effects of substance abuse to safety in the workplace
6. Explain emergency procedures for common work injuries
7. Explain safe operating procedures for tools and equipment
8. Describe storage/disposal of hazardous substances
9. Explain procedures to follow in a hostile work setting

05.0 EXPLORE TECHNOLOGY

05.01 TASK: EXAMINE THE IMPLICATIONS OF TECHNOLOGY

ENABLING OBJECTIVES:

1. Define technology
2. Describe the continuum of technology
3. Explain positive and negative impacts of technology
4. Describe undesirable impacts of technology
5. Explore social and ethical impacts of technology
6. Describe effects of technology in the workplace
7. Explain criteria for selection and use of technology
8. Explore technological advances to career pathways
9. Explore high tech careers
10. Explore alternative energy sources

05.02 TASK: DESCRIBE TECHNOLOGY AS A SYSTEM

ENABLING OBJECTIVES:

1. Define system
2. Describe components of the system model
3. Identify types of technology systems
4. Describe how the system model applies to the workplace

05.03 TASK: PERFORM COMPUTER TECHNOLOGY SKILLS

ENABLING OBJECTIVES:

1. Identify parts of a computer and describe their functions
2. Define hardware and software
3. Demonstrate keyboarding skills
4. Practice word/data processing tasks
5. Practice graphics tasks
6. Practice presentation/multi-media technology
7. Explore Internet functions
8. Practice computer technology skills
9. Practice electronic mail techniques

05.04 TASK: EXPLORE THE USE OF TECHNOLOGY APPLICATIONS

ENABLING OBJECTIVES:

1. Describe communication technology devices
2. Explain environmental technology
3. Describe geophysical technology devices
4. Explore medical technology devices
5. Explain biotechnology devices
6. Explore video conferencing
7. Explore uses of virtual reality

06.0 EXPLORE PROCESS SKILLS

06.01 TASK: DEMONSTRATE DECISION-MAKING SKILLS

ENABLING OBJECTIVES:

1. Explain decision-making
2. Describe levels and types of decisions
3. Explain how needs, wants, values and goals impact decision making

06.02 TASK: SELECT AND USE PROBLEM-SOLVING PROCESSES

ENABLING OBJECTIVES:

1. Explain the connection of human needs to problem solving
2. Describe steps in problem solving
3. Explain the difference between problem, strategy and solution
4. Explain function, performance and safety as standards of evaluation
5. Practice using problem-solving process

06.03 TASK: IDENTIFY RESOURCES USED TO SOLVE PROBLEMS

ENABLING OBJECTIVES:

1. Define resources
2. Describe people as a resource
3. Describe tools and machines as resources
4. Explore information as a resource
5. Explain raw and processed materials as resources
6. Describe energy as a resource
7. Explain money and time as resources
8. Describe methods to select appropriate resources

06.04 TASK: PRACTICE THE EFFECTIVE USE OF RESOURCES

ENABLING OBJECTIVES:

1. Identify ways to use available resources
2. Explore ways to conserve resources and protect the environment
3. Practice responsibility for personal possessions and shared space
4. Practice responsible consumer decisions
5. Manage money through the budgeting process and financial services
6. Explore responsible uses of credit

06.05 TASK: PRACTICE GOAL SETTING

ENABLING OBJECTIVES:

1. Define goals
2. Describe the importance of setting goals
3. Explain short-term and long-term goals
4. Explain the value of life-long learning
5. Explain management skills related to achieving goals
6. Explain choices and consequences
7. Develop an action plan for a goal

06.06 TASK: DEVELOP LEADERSHIP SKILLS

ENABLING OBJECTIVES:

1. Identify leadership attributes
2. Describe leadership styles
3. Practice leadership roles
4. Develop school and community leadership opportunities